

# BRIDGES AND BARRIERS TO UNITY

A Toolkit for Youth Work  
to Promote Diversity  
and Inclusion





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# SECTION 1

## INTRODUCTION

This manual was borne from several organisations coming together to discuss how to support youth workers in promoting diversity and inclusion in their youth work. In 2016, at the AGM of the Galway County Comhairle na nÓg committee [Youth Council for young people 12-17 years] in the Connemara Coast Hotel, Co. Galway, 200 young people from across Galway County participated in a range of workshops that the committee felt were important issues for young people. One of these workshops was called 'Supporting Refugees' and it was delivered by Carmel Irandoust from World Vision Ireland. At the time in 2016, the committee felt that the plight of refugees had already reached crisis point; they believed that young people needed to have their say in how they could support refugees that were arriving in Ireland and to Galway in particular. The young people attending the AGM voted overwhelmingly for the Comhairle na nÓg committee to work on the issue of 'Supporting Refugees' as their main topic for 2016/2017. The committee were very happy to take on this challenge and over the year they participated in training to educate themselves on how they could support refugees. Aware also of the responsibility to keep children and young people safe and protected from harm in accordance with the National Policy Framework for Children and Young People, the Committee planned and delivered workshops, events and activities to help them achieve their aim of supporting refugees. The work they did culminated in the committee being awarded an 'IPB Pride of Place Award' in 2017 for their work in welcoming the Syrian refugee families who had resettled in county Galway.

At the 2017 AGM, the committee continued to work on the topic and at the AGM they hosted workshops to give the young people attending an insight into the work they had done the previous year. As a result of this the attendees voted on 'Challenging Prejudices' as the priority issue for the committee to work on in 2017/2018. Throughout the year the




**TOGETHER WE  
ARE STRONGER.**

committee participated in training to increase their knowledge around this issue. They hosted and delivered workshops on how to challenge prejudice and some of these activities are included in the resource manual. Whilst the young people in the committee were participating in training and educating themselves on how to support refugees and challenge barriers that promoted unity, it was felt that there could be better support for youth workers in this area. This is where the seed was sown to create a resource for youth workers based on the practical experience, information and research already in existence from the organisations that had been working on this topic for the previous two years.

This resource would not have been possible without the collaboration of the people and organisations who supported the committee and who then worked together to produce this outcome, kindly funded by the Irish Centre for Human Rights. During this process, Youth Work Ireland Galway worked in partnership with Galway County Council, World Vision Ireland and the National Youth Council of Ireland. A special word of thanks to the members of the Galway County Comhairle na nÓg committee who spread the message of unity in our community and together we are stronger. I hope that this resource supports youth workers who are working with young people whose aim is to promote diversity and inclusion in their youth work.

Deirdre Bermingham  
**Galway County Comhairle na nÓg  
Coordinator  
Youth Work Ireland Galway**



# SECTION 2

## THE VISION AND VALUES OF THE PROJECT



We must seek to build together an active citizenship, one based on participation, equality, respect for all and the flowering of creativity. A confident people is our hope, a people at ease with itself, a people that grasps the deep meaning of the proverb, “Ní neart go cur le cheile” (there is no strength without unity).



Michael D. Higgins, President of Ireland

### Citizens of one country, Citizens of one planet

This year, we are celebrating the 70th anniversary of the Universal Declaration of Human Rights and it seems that the themes peace, justice, respect and love have never been so needed today than it was 70 years ago. We are reminded by this universal charter that “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” (Art. 1)

Over the past two years, the young people of County Galway used their reason and their conscience to translate into reality what it means to be human- equal in dignity and rights- and how to implement the values of peace and justice in their communities with the support of the local, regional and national organisations and institutions around them.

### The gift of understanding

What started this whole process is the young people of Galway’s desire to know more about the plight of refugees around the world and how and why they were coming to Ireland. What happened next is fascinating, as this knowledge and understanding ignited their passion to learn about how to create bridges and to challenge barriers - prejudices being one of the most difficult to tackle- in order to strengthen the unity and harmony in their “commUNITY”.

### “Ní neart go cur le cheile” - there is no strength without unity

Throughout this process, our young people discovered that unity in the community is

necessary if we want to be stronger; like the different cells of one human body, we must remain united in order to properly function and grow. They also discovered that unity doesn't mean uniformity, on the contrary! This unity can only be truly appreciated by the diversity of its members: all voices, all ages, all colours, all belief systems, must be embraced and united in one common vision for the material, economical, moral and intellectual well-being of the community one lives in so it can flourish. At the end of the day we are all noble human beings, with our hopes and dreams, and our lives are intertwined with one another- and if we want to make it work, we need to do it together.

### Friendship, the most powerful bridge

This cannot be done without efforts, commitment and a readiness to tackle our own prejudices in order to bring unity in our midst. A young person at one of these workshops captured well the whole purpose of this material “BRIDGES AND BARRIERS TO UNITY”. To the question “what is the opposite of bullying? How can we stop bullying at school or in our communities?” the answer given was “it's friendship. We need to be friends”. Friendship is the most powerful bridge to build more unity and cooperation in our communities and unless we are ready to tackle our own prejudices in order to become friends, the whole process may seem impossible.

What is needed from us is to be confident that our young people have the capacity to build a better world, by addressing some of the darkest and most ingrained challenges that our societies face every day... so let's connect!

# MIGRATION: THE GLOBAL AND IRISH CONTEXT

A lack of knowledge of the global context of migration has been identified by youth workers as a main barrier to tackle the topic with their groups. This section wants to provide a youth friendly overview of the issue with updated information.

Before the data and technical explanation on the differences between refugees and migrants, we would like you to take a moment to read the extract of this poem. It perfectly answers the reiterated question, "what causes people to become refugees?"

## Home

*by Warsan Shire*

no one leaves home unless  
home is the mouth of a shark  
you only run for the border  
when you see the whole city running as well

your neighbours running faster than you  
breath bloody in their throats  
the boy you went to school with  
who kissed you dizzy behind the old tin factory  
is holding a gun bigger than his body  
you only leave home  
when home won't let you stay.

no one leaves home unless home chases you  
fire under feet  
hot blood in your belly  
it's not something you ever thought of doing  
until the blade burnt threats into  
your neck  
and even then you carried the anthem under  
your breath  
only tearing up your passport in an airport toilet  
sobbing as each mouthful of paper  
made it clear that you wouldn't be going back.

you have to understand,  
that no one puts their children in a boat  
unless the water is safer than the land.

## DEFINITIONS

**Refugees:** A refugee is someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. They are protected by

**Migrant:** A migrant is someone who chooses to move to another country in search of a better life - to find work, or for reasons such as education, business or family reunion. If migrants choose to return home they will receive the protection and benefits afforded them by their government. Migrants are dealt with under the domestic laws of the country they enter; refugees are protected under international law. This makes the distinction very important from a legal perspective.

**Asylum seekers:** A person seeking to be granted protection as a refugee outside their country of origin, and who is waiting for a legal determination of his/her application. Adult asylum seekers, families and Separated Children reaching 18 years of age live in Direct Provision accommodation while their claim is being processed in Ireland. Direct Provision Centres are located nationwide. In direct provision, asylum seekers are provided with accommodation and food, but with little privacy or independence. Asylum seekers receive €21.60 per week per adult and per child to cover essential items such as toiletries and travel.

**Internally displaced person:** Internally Displaced People have not crossed a border to find safety. Unlike refugees, they are on the run at home and remain under the protection of its government, even if that government is the reason for their displacement. They've been forced to flee, or leave, their homes or places of habitual residence as a result of armed conflict, internal strife, and habitual violations of human rights, as well as natural or man-made

disasters involving one or more of these elements, and who have not crossed an internationally recognised state border. Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid because they are legally under the protection of their own government. As a result, IDPs are among the most vulnerable in the world

40 million people are internally displaced around the world

**Climate refugee:** people forced to flee from their homes by natural disaster or deteriorating environmental conditions associated with climate change. An annual average of 22.5 million people has been forcibly displaced each year since 2008. It means 1 person every second. Climate refugees are not real refugees as they are not legally recognised under the existing international law, therefore not protected. However, they are not "real" migrants either as they didn't choose to leave.

**Resettlement:** Refugee resettlement is the selection and transfer of refugees from a state in which they have sought protection to a third country that admits them – as refugees – with a permanent residence status. Resettlement is a protection tool for refugees whose lives and liberty are at risk. It is a 'durable solution' for refugees alongside local integration and voluntary repatriation and an expression of solidarity with those developing countries that host the majority of the world's refugees.

**Relocation:** Relocation refers to the movement of refugees from one EU Member State to another. It is an intraEU process, in which Member States help another Member State to cope with the pressure of hosting a relatively large refugee population by agreeing to receive a number of them. Relocation is an expression of internal EU solidarity and burden sharing, particularly with those countries at the borders of Europe that receive a high number of refugees.



# TOP 5 COUNTRIES OF ORIGIN OF REFUGEES

Source:  
<https://www.worldvision.org/refugees-news-stories/forced-to-flee-top-countries-refugees-coming-from>

## 1. SYRIA

### 6.3 million refugees

The number of Syrians who've fled their country increased by 14 percent in 2017, according to the UNHCR. That puts the total number of refugees from the 7-year-long conflict to 6.3 million people. Most settled in neighbouring countries Turkey, Lebanon, Jordan, and Iraq. Most Syrian refugees remain in the Middle East; including 3.5 million in Turkey, the largest number of refugees hosted by any country. The war has displaced an additional 6.6 million Syrians within Syria.

## 2. AFGHANISTAN

### 2.6 million refugees

About 2.6 million people from Afghanistan are living as refugees, representing the second-largest refugee population in the world. Pakistan hosts nearly 1.4 million, including some second- or third-generation Afghan refugees who have never lived in their home country. Some have been forced to return home from neighbouring countries, but increased violence in Afghanistan since 2015 has led to a new surge of asylum seekers. As many as 1.5 million Afghans are displaced within the country due to conflict.

## 3. SOUTH SUDAN

### 2.4 million refugees

South Sudan saw the largest increase in people fleeing the country in 2017. During the year the number of refugees increased from 1.4 million to 2.4 million people. The world's youngest country sank back into violent turmoil in July 2016 after renewed fighting shattered a peace deal that was years in the making. Nearly half of South Sudan's refugees have fled to Uganda. In addition, 1.9 million people have been displaced within the country.

## 5. SOMALIA

### 986,400 refugees

The number of Somali refugees actually declined slightly in 2017 to 986,400. Most refugees have settled in Kenya, Ethiopia, or Yemen. Some have lived in massive refugee camps for years. About 100,000 have returned to the country since June 2016, largely due to the Kenyan government's intent to eventually close Dadaab refugee camp, at one time the world's largest. But the widespread humanitarian need continues as a result of conflict and recurring and severe drought inside Somalia. Within Somalia, an estimated more than 2 million people are displaced because of insecurity.

## 4. MYANMAR

### 1.2 million refugees

About 1.2 million people who identify as members of the Rohingya ethnic group have fled their homes in western Myanmar's Rakhine state. As many as 700,000 relocated to Bangladesh since August 2017.



# TOP 10 REFUGEE HOSTING COUNTRIES (END OF 2017)

Source: UNHCR

**1. TURKEY**  
3.5 million refugees

**4. LEBANON**  
1 million refugees

**10. JORDAN**  
691,800 refugees

**5. IRAN**  
979,000 refugees

**2. PAKISTAN**  
1.4 million refugees

**6. GERMANY**  
970,400 refugees

**8. SUDAN**  
906,600  
refugees

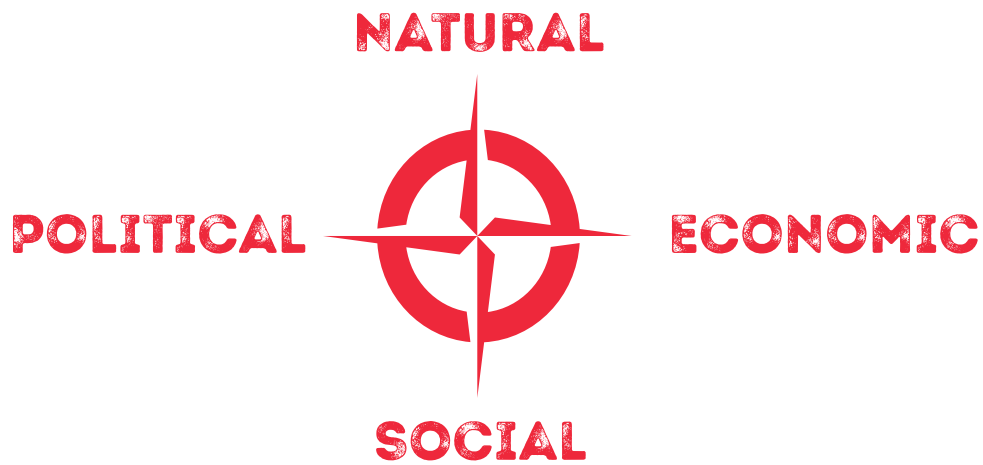
**3. UGANDA**  
1.4 million  
refugees

**9. ETHIOPIA**  
889,400 refugees

**7. BANGLADESH**  
932,200 refugees



# WHY DO PEOPLE MIGRATE?



## **Economic reasons**

People move away from places with poor economic and limited rural/urban employment opportunities toward places with better opportunities, greater industrialisation, more services, higher wages, less poverty, greater opportunity for employment and to follow particular career paths.



## **Political reasons**

Political instability, to avoid persecution because of ethnic, political, religious or other grounds, to escape war, invasions and military takeovers, search for peace and safety, move away from fear, greater freedom, forced migration (slavery, human trafficking, refugees), unstable government, influence of globalisation (country of origin and country where they arrive), foreign policy decisions by their own and other countries/ governments, free trade agreements (benefits to corporations over local governments, economies, and people), arms deals, payment of taxes by corporations, etc.



## **Social reasons**

Improved health care and services, better educational opportunities, improved standard of living and quality of life, increased employment opportunities, safer communities with reduced crime, the desire to move and see the world, looking for a better future, cultural reasons – closer to family or friends, more opportunities for children and families, marriage, better human rights.



## **Environmental reasons**

Famine and crop failure, natural disasters including droughts and flooding, ecological problems, moving from rural to urban/ city life, food security, population pressure, poor infrastructure and sanitation.

*Credit: NYCI Global Rights, Noble Goals Resource Pack*



# SECTION 3

## WHAT ARE THE SKILLS I NEED AS A YOUTH WORKER?

### Check your Hidden Bias

To be confident and competent in intercultural youth work, youth workers need to be aware of how their own perceptions and understanding might affect how they work. Hidden bias is an issue that is relevant to all of us. Personal awareness and self-reflection can help us to understand this better. Research shows that we use different parts of our brain to respond to those who are more similar to us and those who are different. We internalize stereotype and we are not aware that we are doing it. We judge trustworthiness within seconds of meeting

people based on little more than facial features. The result of this is that unconscious bias inform our judgments about character, abilities and potential and can often be informed by fear or prejudice that we have not yet questioned or reflected on.

An element of personal self-reflection by youth workers on their own beliefs and values, and how these influence the way they address and interact with people is vital to intercultural youth work. You may discover that you need specific training to address hidden bias and support you in your youth work practice. A starting point is to check your hidden bias:

### CHECKING YOUR HIDDEN BIAS<sup>1</sup>



Learning about and accepting the **brain's tendency toward bias** is the first step in recognizing and dealing with it.



Undertaking the **Implicit Bias** test on social attitudes will help you become aware of your own biases: [implicit.harvard.edu/implicit](http://implicit.harvard.edu/implicit)



**Be wary of first impressions.** Within seconds of meeting someone, your brain decides about how likeable the person is, based on factors such as dress, facial expression, even the shape of his or her face. These decisions are often based on past experiences and may have no rational relevance to the person in front of you.



**Heightened awareness of common stereotypes** such as "Irish people are very friendly" can cue you in to whether stereotypes are influencing your way of relating to a range of issues.



**Exposing ourselves to different experiences** changes the unfamiliar into the familiar. Choosing screen saver photographs that challenge your own stereotypical associations can jolt cultural assumptions e.g. a picture of Muslim girls in a rock band<sup>2</sup>.

<sup>1</sup> Adapted from "Blindspot: Hidden Biases of Good People", Mahzarin Banaji

<sup>2</sup> [theguardian.com/global-development/2017/jun/09/the-schoolgirl-thrash-metal-band-smashing-stereotypes-java-indonesia-voice-baceprot](http://theguardian.com/global-development/2017/jun/09/the-schoolgirl-thrash-metal-band-smashing-stereotypes-java-indonesia-voice-baceprot)



## CHECK IN WITH THE CORE VALUES OF YOUTH WORK

The core values of youth work are linked to a human rights approach. These values include dignity and respect for the person, equality of opportunity, critical dialogue, and voluntary participation. Reflecting across these values, a youth worker's role is about acting as a catalyst for change and empowering young people to lead and take actions on the issues that matter to them. In addition, in our globalised and interconnected world, youth workers have a responsibility to support young people to understand their relationship with the wider world.

For those of us who are working with young people, it is important to critically reflect on our motivation, role and competence for the work we do. A key tool in this process is reflecting on our capacities to foster positive change in young people's lives as well as in society. This means creating opportunities for young people to build their critical thinking capacity and supporting them to explore important issues. It also includes working within the context of a deeper collective awareness that we are all interdependent; the future direction of youth work is closely connected to how we co-create and aspire to a higher consciousness in society<sup>3</sup>.

### What is Intercultural Youth Work ?<sup>4</sup>

Intercultural youth work is a way of working with people from culturally diverse backgrounds that understands cultural diversity as an enriching aspect of society. It also acknowledges the reality of racism and the need to create conditions where social harmony is promoted and supported. An intercultural approach stresses the need for collaboration, open and honest dialogue, active participation, understanding and respect for all.

Interculturalism puts the responsibility for social harmony into everyone's hands.

It asks that each person do what they can in their capacity to participate positively and proactively with all cultural groups in their community. Intercultural youth work, therefore is a commitment by every person in the youth work sector to work towards social harmony.

Interculturalism should be seen like other inclusion and equality issues - such as gender, sexual orientation and disability. We believe that interculturalism should become a way of thinking that becomes a consideration in everything we do - our planning, our activities and our policies and particularly, in the context of this toolkit, in how we practice our youth work.

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<sup>3</sup>. Adapted from [educationaltoolsportal.eu/en/tools-for-learning/youth-workers-agents-change](http://educationaltoolsportal.eu/en/tools-for-learning/youth-workers-agents-change)

<sup>4</sup>. Adapted from [www.intercultural.ie](http://www.intercultural.ie)

# SECTION 4

## THE PROCESS: HOW WE MADE THIS!



Katie Hannon (student), Carmel Irandoust (World Vision Ireland), Leti Gorini Coady (Youth Work Ireland Galway), Sally Daly (National Youth Council of Ireland), Ghufuran Kholani (volunteer), Deirdre Bermingham (Youth Work Ireland Galway), Ann Mallaghan (Galway County Council), Rachel Maher (Youth Work Ireland Galway).

# SECTION 5

## BRIDGES AND BARRIERS TO UNITY: ACTIVITY SECTION

### How to Use this Resource

This resource provides information and activities to support youth workers in promoting diversity and inclusion in their youth work by providing information for the youth worker on the Global and Irish context on migration which youth workers had said they had a lack of knowledge. The resource also explores the skills needed by a youth worker to enable them to promote and support diversity and inclusion.

Through the use of icebreakers and activities that explore identity, culture, prejudice and stereotypes and community; the underlying principle of the resource is that we are all HUMAN and experience similar emotions. Youth

workers can encourage conversation with young people to provide a more inclusive youth group for young people in their community.

Each activity has a suggested age range. However, it is encouraged that you read each activity and decide if it is appropriate to your group.

Check through the full activity before choosing it, and also be aware of the reactions among members of your group. Some issues may be sensitive among members of your group. It is recommended that you begin with icebreakers before beginning activities.



Comhairle na nÓg committee members participating in training on challenging prejudices.



## PART 1: BRIDGES AND BARRIERS TO UNITY

### ICE BREAKERS

#### Activity: GLOBINGO

**Aim:** This is a fun starter activity to explore some of the ways in which we are connected to people in other countries.

The questions can be adapted to make them easier or more difficult, according to the ability and age of the group.

**Age:** All.

**Time:** 15min.

**Materials:** Printed handout.

**Description:** Each participant gets a bingo sheet. They have to walk around the room talking to others and find somebody who each of the bingo squares applies to. Write their name in the relevant box. Each person can give just 1 answer, in case the group is small you can allow 2 answers per person. The first to fill the sheet can call bingo and win.

#### FIND SOMEONE WHO:

Has eaten something from another country for dinner	Can say 'how are you' in another language	Is not from Ireland	Has met somebody famous
Has travelled abroad in the last few months	Is wearing something made in another country	Lives in a home where more than one language is spoken	Can't whistle
Can name a famous sports star from another country	Can name a famous politician from another country	Has more than 3 siblings	Has a member of their family living in another country
Can name a country where bananas are grown	Can think of a recent event in the news that happened in another country	Uses the internet regularly to communicate with people in other countries	Has been on TV

## Activity: IMAGINARY MAP OF THE WORLD

**Aim:** Get to know each other.

**Age:** All.

**Time:** 10min.

**Materials:** Large room.

**Description:** Make a big enough space in the room so that the young people can move freely. Explain that the space represents an imaginary map of the world. Indicate where the continents are and ask the young people to choose from the list below:

- 1) The country where your favourite food is from
- 2) A country where you have family or friends
- 3) You just won the lotto, so money is not an issue, choose the country you would like to go to

After each statement, before making them move again, ask feedback (randomly) on where they are and why.

## Activity: GREETINGS

**Aim:** Learn about greetings from around the world.

**Age:** All.

**Time:** 5min.

**Materials:** Printed cards.

**Description:** Give each participant a card representing a traditional greeting. Ask them to walk around and greet each other by saying their own name and using the action described on the paper.

*Note: As the icebreaker involves physical contact, you need to judge if it is appropriate for your group.*

### INUIT

Rub noses

### FRENCH

A peck on both cheeks

### BELGIUM

Three pecks on alternative cheeks

### IRISH

Shake hands

### BRAZILIAN MEN

Shake right hand, while patting the other man on the shoulder

### RUSSIAN

Hug warmly

### JAPANESE

Place hands together and bow

### PART OF SOUTH AFRICA

Slap on each hand and bump hip

### TANZANIAN

Shake hands 3 times, first and third time, Irish style, second as the beginning of arm wrestling

## Activity: PERCEPTION GAMES

**Aim:** This activity helps the group to realise that your perception is not always the reality, particularly suitable for sessions on culture or stereotypes.

**Age:** 12+.

**Time:** 10min.

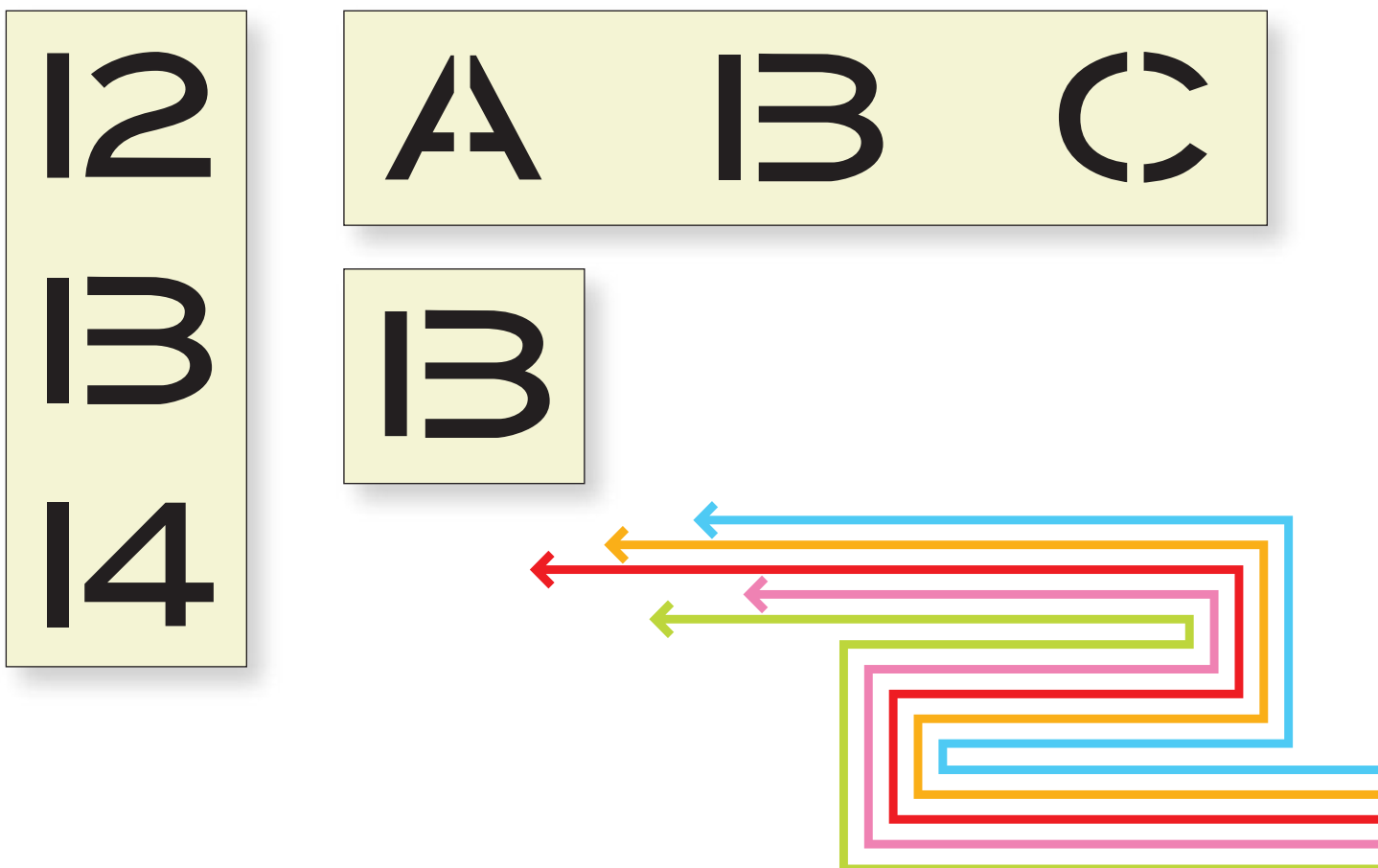
**Materials:** Images below.

**Description:**

1. Ask half of the group to close their eyes – and show the A B C line to the others. They should only observe for a few moments. Take the paper away.
2. Ask the other half of the group to close their eyes – and show 12 13 14 to the group that had their eyes closed first. Let them observe what they see for a few moments. Take the paper away.
3. Everybody can watch again – and then you only show the character in the middle. Ask everybody to write down immediately what they see. Ask what people wrote down.

**Debriefing**

- What did you see? Did you see different things?
- Why did the different groups (that closed their eyes at different moments) see something different? Some saw the letter B and some the number 13.
- Does a similar procedure happen as well in real life? Examples?





## Activity: PERCEPTION GAMES

### Counting the 'Fs'

**Aim:** To illustrate that people, see what they want to see; items of prominence catch our attention while seemingly less important items pass on by. We see things different ways. We wear lenses, built by our experiences particularly suitable for sessions on culture or stereotypes.

**Age:** 12+.

**Time:** 10min.

**Materials:** Printed below.

**Description:** Allow only 30 seconds for the participants to read the phrase and count how many 'Fs' are in it, then ask, "How many of you have the sheet with the 3 'Fs'?"

"Who has 4 'Fs' on their sheet?... How about 5?... Does anyone have 6?"

FINISHED FILES ARE THE RESULT  
OF YEARS OF SCIENTIFIC STUDY  
COMBINED WITH THE  
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*(About 50% of the group will see only 3 "f's", and approximately 10% will see all 6 "f's". The rest will see either 4 or 5.)*

## Activity: PAPER BACK

**Aim:** Get to know each other.

**Age:** All.

**Time:** 15min.

**Materials:** Different coloured paper / post-its, pens, tape, box.

### Description:

1. Each person is given 3 post-it notes or pieces of paper, each a different colour.
2. Ask three questions and assign a colour to them (eg, Question 1: green post-it, Question 2: orange post-it, Question 3: pink post-it). You can make up your own or some examples are:
  - Where is your favourite place?
  - What is your favourite food?
  - What is one random / fun fact about you?
  - What is your favourite book?
  - What is your favourite movie?
3. When each person has written an answer on the post-it, they should fold it and put it in the box. When all papers are in the box, the box is mixed up and emptied onto the floor. Everyone must take three post-its, one of each colour.
4. When everyone has three post-its, they must walk around the room and find the person they think each of the post-its belong to, and stick them to their backs (use tape if necessary)  
If someone already has a specific coloured post-it on their back (e.g. green), one of three things can be done which should be decided at the beginning.
  - You can add it to their back and this person has more than one
  - You can add it to their back but you must take the other one and find the person you think it applies to
  - You can place it on someone else's back
5. When everyone has 3 post-its on their back, they look at their post-its and see how correct or not people were. This can be done as a group discussion where, if any post-its were incorrect, their correct owners can be found!



Participating in a 'Cultural Workshop' at the 2017 Galway County Comhairle na nÓg AGM

## PART 2: BRIDGES AND BARRIES TO UNITY

### ACTIVITIES

#### IDENTITY

Our journey towards inclusion and diversity can only start from the question Who am I? We must remember that we are all humans, with hopes and dreams, with fears and challenges. We must also remember that we are noble human beings all born in dignity and rights, endowed with reason and conscience.

Our identity plays a pivotal role in the way we relate to others. Therefore, it is only after we developed an understanding of who we are and where we come from that we can see more clearly what we have in common with other people and build the bridges for a better community.

Identity is not only what makes us our self (qualities, belief, personality) but also what we have in common with certain people and groups (belonging, culture, family values).

The way we see things (perception) is determined by our identity. Who we are and where we come from determines how we perceive reality.

Perception is a selective process because our senses and our memory are limited. It is heavily influenced by our culture as we were brought up and taught to select and interpret data from reality in predetermined ways. e.g. We can look at a cow and "see" a sacred animal or a burger.

#### Identity session plan

- Icebreaker: choose one of the perception games
- Brainstorm what is identity
- Choose between activity A or B
- Labelling me/ Labelling you

#### Brainstorm: WHAT IS IDENTITY?

**Aim:** Explore the definition of identity.

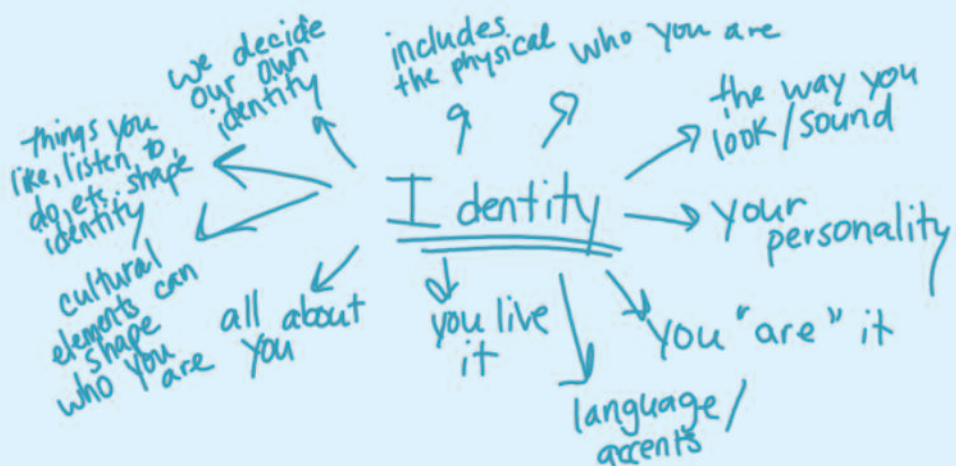
**Age:** 12+.

**Time:** 10min.

**Materials:** Whiteboard, flipchart and paper, markers.

#### Description:

- Ask young people to brainstorm a definition of Identity
- Write identity on the whiteboard and ask young people to identify elements that create our identity





## Activity: LAYERS OF IDENTITY

**Aim:** To deepen the understanding of Identity, in particular the different layers that it is made of (visible and invisible).

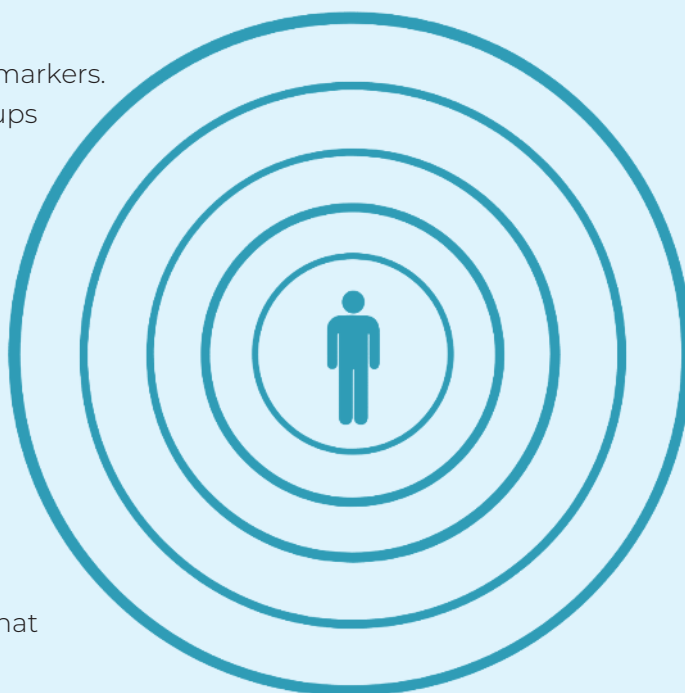
**Age:** 12+.

**Time:** 20-30min.

**Materials:** Whiteboard/Flipchart, paper and markers.

**Description:** The activity can be done in groups or individually.

1. Young people should draw a stick person with 5 circles around it (a printable version is available at the end of this resource, see appendix)
2. Working from the outside in, young people should consider and identify:
  - a. What is visible from the outside
  - b. Your culture, where you come from
  - c. Things typical of your family / influenced by your upbringing
  - d. Personal level: things you like
  - e. Values, personality, character
3. Ask feedback if anybody wants to share what they have written



## Activity: IDENTITY CHARTS

**Aim:** To deepen the understanding of our self-identity .

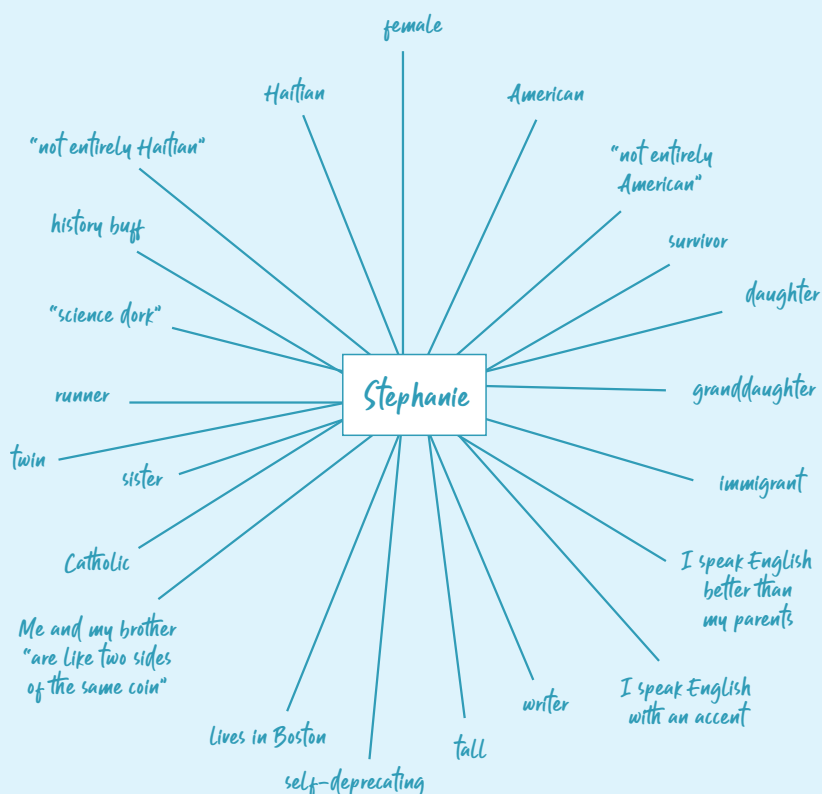
**Age:** 12+.

**Time:** 20min.

**Materials:** Paper and markers.

**Description:**

1. Ask young people to create their own personal identity charts, putting their name in the middle of the page and "mind mapping" parts of their identity
2. Young people can add words as they wish, or you can offer prompts such as:
  - What would they see as their nationality
  - Hobbies and interests
  - Family Dynamic
  - Cultural Aspects
  - Languages
3. Discuss with young people how it was doing their identity chart, was it easy, difficult, how did it make them feel, how did they view themselves?



## Activity: LABELLING ME, LABELLING YOU

**Aim:** To open a discussion on the idea of labels within identity, the expectation in society to label ourselves and others.

**Age:** 12+.

**Time:** 15–30 mins (depends on group input).

**Materials:** Pre-printed labels/ label cards (have a few of each label), blank labels, markers and pens.

**Note:** This activity may become very personal for some young people so be mindful of this, and that it might not be a suitable activity for all groups.

### Description:

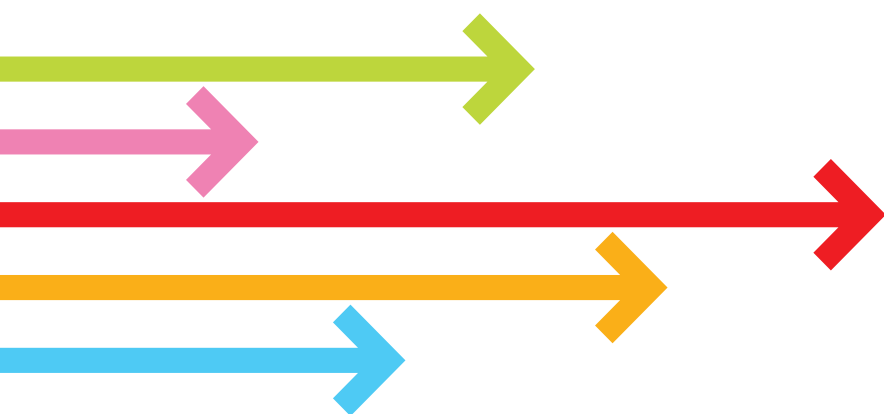
A. Stick all of the labels up on a wall / lay them out on the table or floor.

B. Ask young people to take the time to go up and look through the labels and choose labels that they feel show who they are. They may also write custom labels if there is one we have not included. (Note: Young people do not have to share their labels with others but are welcome to do so if they wish to.)

C. After each young person has chosen their labels, ask some questions such as:

- Are the labels you chose how you see yourself, or are they how you think society sees you, or a mix of both?
- Are there any labels you felt you *had* to take?
- Are there any labels you chose not to take that society may give you?
- How was it trying to pick labels to “define” you?

D. Open discussion with the young people about the concept of identity and labels, why do we as a society feel the need to label and categorize everyone and all of the aspects of who they are? A “label” does not define who you are and it is not all that you are.



## PART 3: CULTURE

With the previous section we explored the different elements that compose our identity and how they influence the way we see the world. As already mentioned culture has an important role in the way we decode and interpret reality around us, but what is culture exactly?

Culture is a system of values and beliefs shared by a group of people and passed down from generation to generation. It includes tradition, values, beliefs, customs, language, religion.

To help young people understand culture you can compare it to an iceberg. Only 10-20% of an iceberg is visible above water, most of it is under the water just like culture. Also a few elements are visible (language, food, music...) but the fundamental and most important are not distinguishable with your eyes.

The iceberg model referenced in this activity implies that the visible parts of culture are just

expressions of its invisible parts. It also points out how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of “their iceberg”, but we cannot immediately see what are the foundations that these parts rest upon. In addition to this, when meeting another culture, we tend to interpret the behaviour observed with our own iceberg, our own set of values and beliefs, which may lead to cultural misunderstanding.

### Culture session plan

- Icebreaker: greeting game
- Ask the participants what culture is and if they can name any element of it
- Activity: Culture is like an iceberg
- Activity: Cultural Baggage



Galway County Comhairle na nÓg Committee members, Regan and Sinead presenting at the World Vision Ireland Conference on the work of the committee over 2017 and 2018 supporting refugees and challenging prejudice.

## Activity: CULTURE IS LIKE AN ICEBERG

### Aim:

- To better understand the major elements that define culture
- To distinguish between the visible and invisible aspects of culture

Age: 12+.

Time: 30min.

**Materials:** Flipchart, markers, print and individually cut the elements of culture (better if laminated), one worksheet per group.

### Description:

1. Divide the young people in groups of 4, ask them to draw an outline of an iceberg that will cover the entire flipchart sheet
2. Ask them what they know about the size and shape of icebergs. How much of an iceberg is above the water? How much is underwater?
3. Explain that culture is often compared to an iceberg, ask them why
4. Make the point that only 10-20% of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.
5. Ask the students to visibly draw the water line on their iceberg, then they have to discuss and choose which elements of culture are visible (above water) and which are invisible (underwater).
6. **Feedback:** you can have an iceberg outline draw on the whiteboard and ask each group to tell you where to put at least 2 elements - elements of culture below water are number 3,4,6,8,9,15,16,20,21,23,24,25,26
7. **Debrief:**
  - a) Is there any item below the water line that might influence or determine any item above
  - b) Can a clash of hidden parts happen? Examples.

**Note for the facilitator:** Highlight that the metaphor between iceberg and culture is just based on the visible/hidden part. Culture is changeable and adaptable, not fixed like ice





## Elements of culture to print

1. Style of dress
2. Language
3. Ways of greeting people
4. Beliefs about hospitality
5. Importance of time
6. Paintings
7. Values
8. Literature
9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children and teens
11. Gestures to show you understand what has been told to you
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Foods
19. Greetings
20. Facial expressions and hand gestures
21. Work ethic
22. Religious beliefs
23. Religious rituals
24. Concept of beauty
25. Rules of polite behaviour
26. Attitude toward age
27. The role of family

*Adapted from [www.peacecorps.gov/educators/resources/features-culture](http://www.peacecorps.gov/educators/resources/features-culture)*

### Activity: CULTURAL BAGGAGE

**Aim:** To be aware of our own cultural baggage.

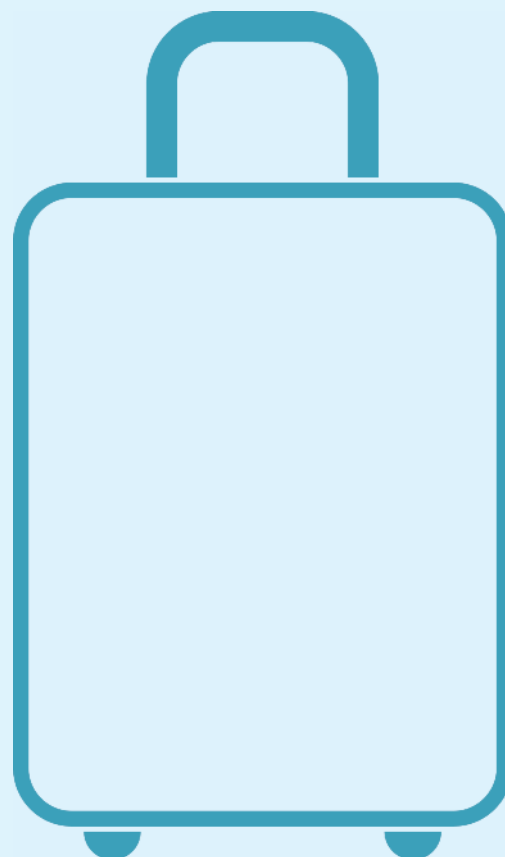
**Age:** 12+.

**Time:** 15–20min.

**Materials:** Paper and markers or printout of a suitcase.

**Description:**

1. Introduce the idea of cultural baggage: what we carry with us from our culture that influences our outlook. They can be positive and negative influences. The facilitator can share an example from their life. i.e Would you be surprised if the shops were closed at 2 o'clock in the afternoon on a weekday? Very strange in Ireland but the norm in Spain or Italy
2. Ask each participant to draw a big suitcase on the provided piece of paper
3. Using the elements of culture of the previous exercise as a guideline, ask the participants to write 3 examples of cultural baggage they are carrying in their suitcase
4. Ask if anybody wants to share
5. **Debrief:** Reflect on why acknowledging our cultural baggage could help us understand and accept differences



## PART 4: BARRIERS TO UNITY - STEREOTYPES AND PREJUDICES

In this section, we want to challenge young people to recognise and understand stereotypes and prejudice. We all use stereotypes, probably more than we want to admit, because they are fast and efficient cognitive shortcuts that save us a lot of time and energy. The brain's reliance on stereotypes as a "default" condition may be a survival instinct, as it is a rapid way of assessing whether a situation is threatening or not, whether a person poses a danger.

With the following activities we want young people to realise their natural disposition to stereotype and learn how to override it. Here are some definitions to use with your group.

**Stereotype:** Stereotypes are oversimplified generalizations about groups of people. They can be based on race, ethnicity, age, gender, sexual orientation. Stereotypes can be positive or negative. In either case, they can have a negative effect on a person as they can feel depersonalised. A stereotype is a generalization that doesn't take individual differences into account. Our brain is hardwired to make quick

calls, and that's ok. The problem comes when we start to apply those stereotypes beyond that immediate impulse.

**Prejudice:** is pre-judging, having a negative feeling towards an individual based solely on the individual's membership of a social group. It is based on stereotypes.

**Discrimination:** is acting on your prejudice. Treating somebody less favourably because their affiliation to a particular group.

### Stereotypes and prejudice session plan

- Ice breaker
- Train game
- Difference between stereotypes, prejudice, discrimination. Where do they come from?
- Video Human the movie short clips
- Where do refugees go

Committee members participating in a drama workshop on challenging prejudice.



## Activity: TRAIN GAME

**Aim:** This activity wants to show how we all use stereotypes to make decisions. This realisation will help participants to overcome them in the future.

**Age:** 13+.

**Time:** 15min.

**Materials:** Print cards with one side definition on the other side picture and short description of the person portrait in the picture, in case young people are not familiar with them.

### Description:

1. An American travelling around Ireland looking for his roots
2. A grandfather going back after visiting his family
3. A person who won the Nobel prize
4. A single mother who couldn't find a job
5. A person with really bad spelling
6. An African woman
7. A person who loves painting and dogs
8. An Irish student
9. An athlete who just completed the Ironman triathlon

### Pictures:

1. Barack Obama
2. Charlie Sheen
3. Malala Yousafzai
4. J.K. Rowling
5. W.B. Yeats
6. Charlize Theron
7. Adolf Hitler
8. A 5 year old student
9. Alex Zanardi

### Description:

**Step 1:** Attach around the room the description of the different passengers, make sure that the photo on the back is not visible

**Step 2:** Tell the participants that they are going to make a 24hrs train journey and they have to decide the passenger they want to share the journey with.

**Step 3:** Give them a few minutes to walk around and choose. Then ask why they chose that person and what they are expecting.

**Step 4:** Ask them to turn the descriptions over. Give them a few minutes to read the information under the picture, in case they don't know the person.

**Step 5:** Ask if the person corresponds to their initial idea

**Debrief:** Ask the young people why do they think they chose the person in the first place, introduce the concept of stereotype and how easily we use it. Ask for a definition and guide the discussion.



## **Activity: HUMAN THE MOVIE (CLIPS)**

**Aim:** To focus on what is unifying us.

**Age:** 12+.

**Time:** Varies (10- 30+ mins).

**Materials:** Download Human the movie, available on YouTube.

### **Description:**

1. Choose the interviews that you think are more appropriate for your group (Suggestion: We recommend Vol 2 from min 30.25 to min 35.29 but they are all interesting and very moving.)
2. Ask for Feedback, which interview they like the most and why.
3. Ask, What do we have all in common? The answer is we are all HUMANS and the only way to challenge prejudice is to focus on what is unifying us

## **Activity: WHERE DO THE WORLD'S REFUGEES GO?**

**Aim:** To increase knowledge about the inequalities in the global distribution of population, wealth and refugees.

**Age:** 13+.

**Time:** 15-10min.

**Materials:** 8 colour cards with the words- Wealth, Population, Refugees, Asia, Europe, North America, Africa, South and Central America. 3 x sets of 20 small cards or pieces of paper (the size of a credit card).

### **Description:**

1. Divide the group in 3 and give 20 cards per group.
2. Create a grid on the floor with the cards Population, Wealth, and Refugees in vertical and the continents / countries horizontal.
3. Ask:
  - If your 20 cards represented the world's population, where in the world would they be?
  - If your 20 cards represented all the world's wealth, where in the world would it be?
  - If your 20 cards represented all the refugees in the world, where in the world would they be seeking safety? (as opposed to where the refugees originate from)
4. Ask participants to place the cards on the continents.
5. Check the results.

**Debrief:** Have a conversation with the young people about their answers and how far from the reality they were. Normally participants overestimate the numbers of refugees in Europe and North America not realising that the neighbouring countries host the majority of refugees. Acknowledge inequalities in wealth, people and the number of refugees hosted.

*Adapted from [toolkit.risc.org.uk/collection/where-do-the-worlds-refugees-go](http://toolkit.risc.org.uk/collection/where-do-the-worlds-refugees-go)*





	Asia	Europe	North America	Africa	South & Central America
people	12	2	2	2	2
wealth	2	6	8	2	2
refugees	8	4	0	6	2

## PART 5: ME AND MY COMMUNITY

### Activity: MYSELF, MY COMMUNITY, MY WORLD

**Aim:** Discussing the differences between their communities.

**Age:** All.

**Time:** 30+mins.

**Materials:** Whiteboard/Flipchart, paper and markers.

#### How To:

- A. Discussing what a community is and some of the communities' young people are involved in
 

Community: "a group of people living in the same place or having a particular characteristic in common"

Examples: local, national (born in another country but now live in Ireland), social (LGBTIQ+, sports communities, school societies etc)
- B. Discussion around their place in their community in relation to the context of:
  - i. Who they are
  - ii. Their immediate community
  - iii. Their wider community
  - iv. The wider scope of the world

## **Activity: URBAN VS RURAL COMMUNITY**

**Aim:** Discussing the differences between rural and urban communities.

**Age:** 12+

**Time:** 30+ mins delivery time, the facilitator will need time to prepare materials.

**Materials:** Whiteboard/Flipchart, paper and markers, access to phones/ internet, pre-prepared lists of cities, towns or villages which information can be found online about.

**How To:**

A. In their smaller groups, young people discuss their own communities and some of the differences between them (which are later shared as a wider group):

- i. Is it classed as Urban or Rural?
- ii. What sort of demographic is in their area?
  - a. Age, Gender
  - b. Nationality
  - c. Religion
- iii. What sort of facilities are in their area?
- iv. How does their community support:
  - a. Young people
  - b. Different nationalities
  - c. Different religions
- v. Is there a difference in language – slang, body language, mannerisms?

B. In their smaller groups, young people pick or are given a city, town or village in another country and research differences between their own community and this other community. Their research could include:

- i. Is it classed as Urban or Rural?
- ii. What sort of demographic is in their area?
  - a. Age, Gender
  - b. Nationality
  - c. Religion
- iii. What sort of facilities are in their area?
- iv. How does their community support:
  - a. Young people
  - b. Different nationalities
  - c. Different religions
- v. Is there a difference in language – slang, body language, mannerisms?

## Activity: PEOPLE OF...

**Aim:** Creating a profile of a certain community, meeting new people.

**Age:** All.

**Time:** 30+mins.

**Materials:** Paper, markers, cameras / phones with a camera.

**Note:** This activity involves a lot of on the group planning within the group and can take numerous sessions. Listed below are factors to consider in the activity, rather than a how to.

1. This activity is about capturing the essence of a community through photography; specifically, portraits.
  - a. The group should decide what the theme of their community will be (e.g. Galway, youth, students, musicians etc)
2. Think about and discuss logistics and how you will do the activity:
  - a. Where? – in public, in a specific location
  - b. With who? – the general public, a specific group, just themselves etc
  - c. With what? – cameras, iPads, their own phones
  - d. Will there be questions for the participants? – Name, age, a specific question relating to a topic the young people chose?
  - e. How will they collect photos – on a Google drive, on a computer
  - f. How will this be displayed – an online portfolio, prints etc
3. After the decisions have been made and photos have been taken, it is important to reflect on the process:
  - a. How was it engaging with different groups?
  - b. Did my judgement or perception change the type of people I approached?
  - c. Did my perspective change?
  - d. Was there any one who stood out to them?
4. Creating your exhibition
  - a. Online – Flickr, Instagram, Tumblr, Wordpress
  - b. Printed – where will it be displayed? Is it as a publication or just displayed?



# CONCLUSION

This resource manual is based on our own experiences of the information we needed and resources we felt were important when challenging prejudice and discrimination. When we embarked on this journey in 2017 it was a learning process for the young people involved and also for the youth workers. We reached out to organisations who had experience in the area of intercultural work and equality. By participating in training and information sharing, we were guided in our work with young people and their families who were experiencing prejudice and discrimination. We understood the value of educating ourselves on how people experienced discrimination and prejudice in our community. We planned activities in our community that promoted opportunities for people to come together in unity and a shared vision. Some of the events organised by the young people were:

- A welcome breakfast for the Syrian families in Ballinasloe.
- Intercultural events, sharing of food and music.

- A community lunch with people who experienced discrimination and prejudice, over lunch we discussed solutions to challenging prejudice and discrimination
- Workshops with young people using drama to challenge prejudice and discrimination.
- Organised and participated in training that gave us a better understanding of the barriers and bridges to unity.

This resource manual is aimed towards youth workers who are working in the area of supporting refugees and migrants, but it can be used by youth workers who recognise the challenges young people have in their community around prejudice and discrimination, and contribute in building strong bonds of friendship in their communities.

## ***Thank you to the contributors to the Resource Manual.***

*Carmel Irandoust, World Vision Ireland  
Leti Gorini-Coady, Youth Work Ireland Galway  
Rachel Maher, Youth Work Ireland Galway  
Sally Daly, National Youth Council of Ireland.*





# APPENDIX

## PERCEPTION GAMES

A

B

C

12

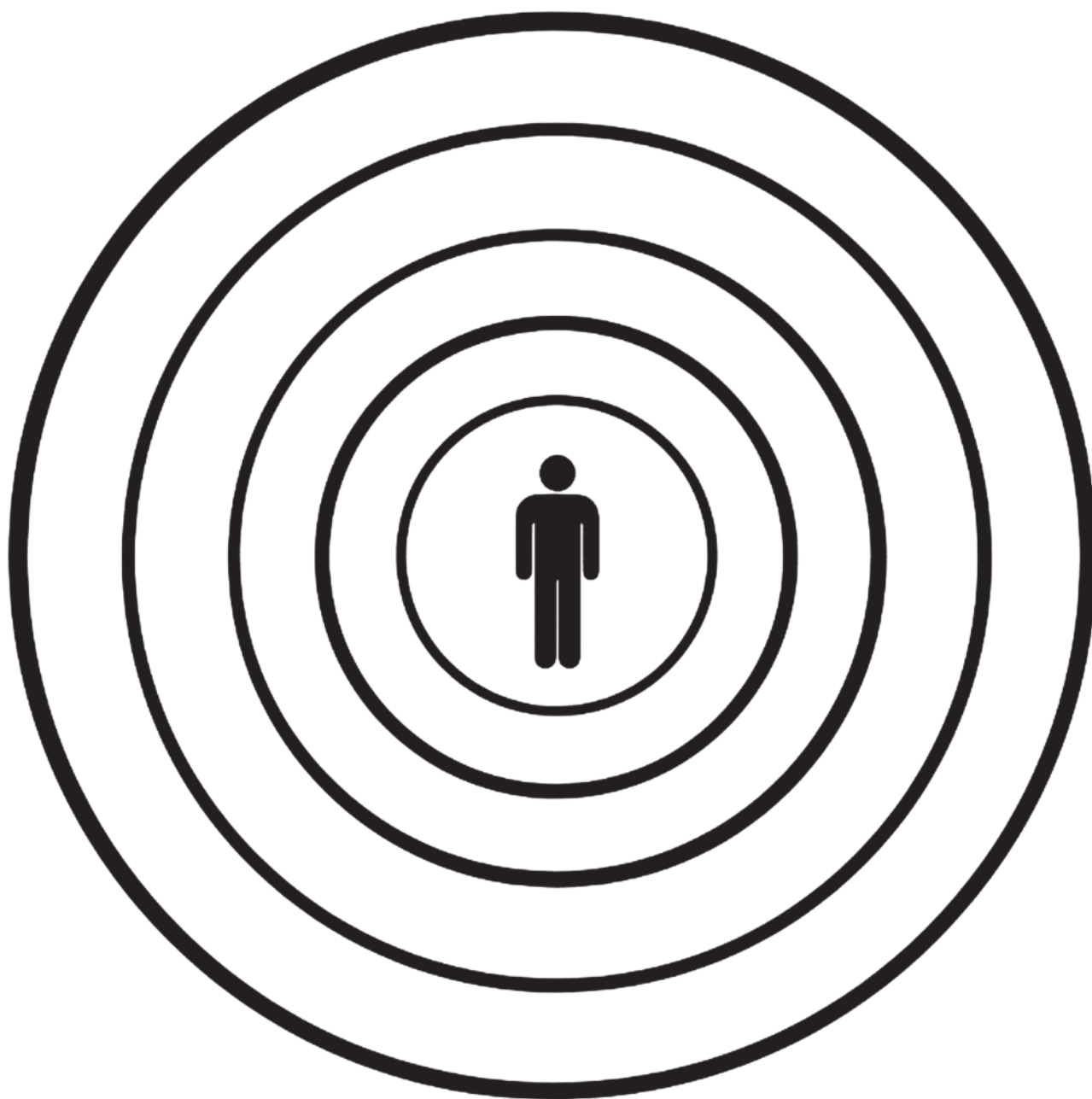
13

14

B



## LAYERS OF IDENTITY



## LABELS

MALE	FEMALE	NON BINARY
STRAIGHT	GAY	LESBIAN
TRANSGENDER	TRANS*	BISEXUAL
PANSEXUAL	ASEXUAL	QUEER
IRISH	NORTH AMERICAN	EUROPEAN
ASIAN	MIDDLE EASTERN	AUSTRALASIAN
SOUTH AMERICAN	AFRICAN	YOUTH
TEENAGER	ADULT	CHILD



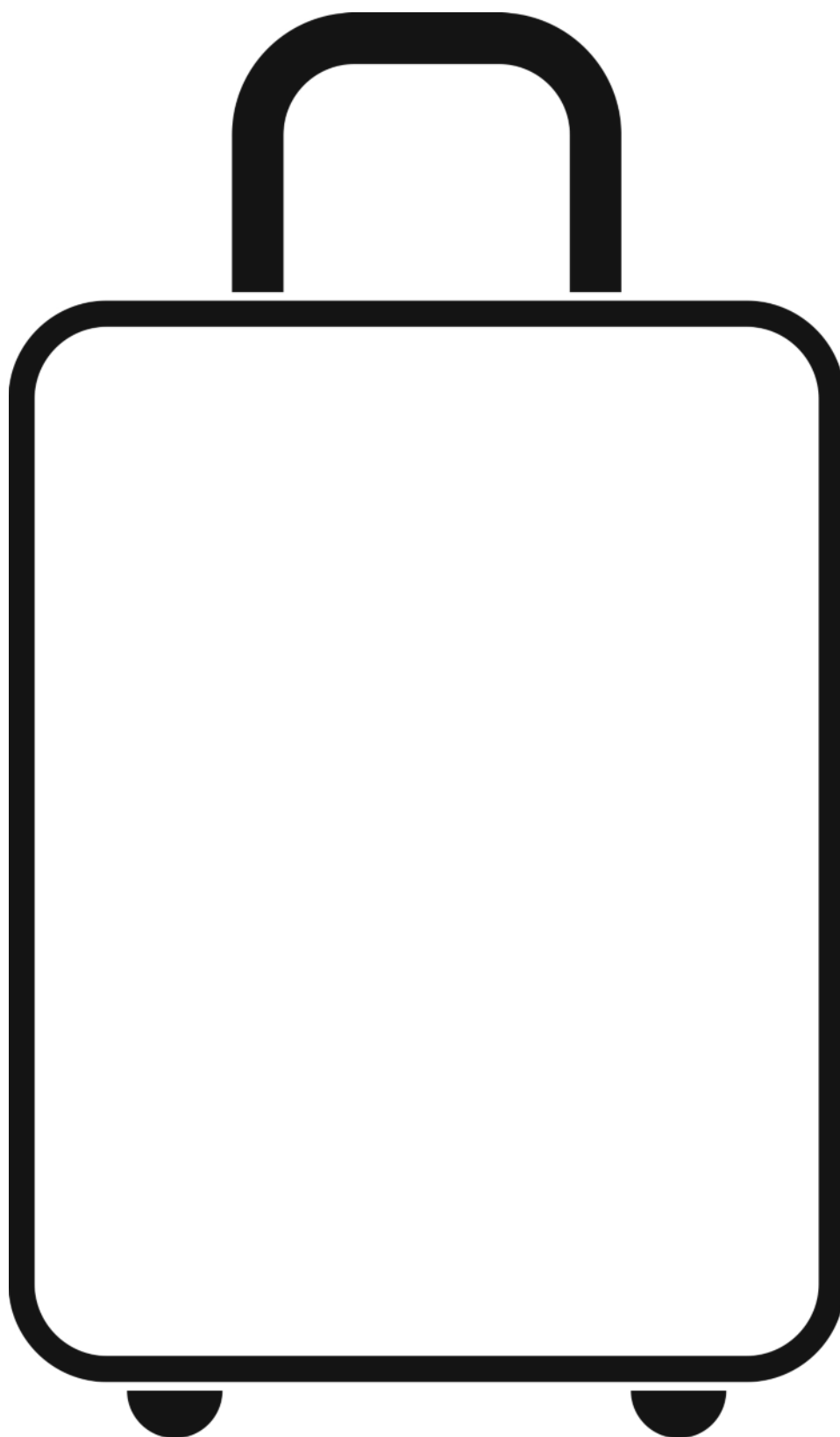
MUSICIAN	SPORTSPERSON	ACTOR
WRITER	PHOTOGRAPHER	COELIAC
VEGETARIAN	VEGAN	DOG PERSON
CAT PERSON	PARENT	SIBLING
ONLY CHILD	MIDDLE CHILD	OLDEST
YOUNGEST	AUNTIE	UNCLE
FRIEND	GIRLFRIEND	BOYFRIEND
PARTNER	GRANDPARENT	GODPARENT

BLACK	WHITE	MIXED
CATHOLIC	PROTESTANT	MUSLIM
JEWISH	BUDDHIST	ATHEIST
AGNOSTIC	BAHAI	CHRISTIAN
ANXIETY	DEPRESSION	OCD
ADHD / ADD	DYSLEXIC	BILINGUAL
DEAF	BLIND	WHEELCHAIR USER
INTROVERT	EXTROVERT	

## ELEMENTS OF CULTURE

1. Style of dress
2. Language
3. Ways of greeting people
4. Beliefs about hospitality
5. Importance of time
6. Paintings
7. Values
8. Literature
9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children and teens
11. Gestures to show you understand what has been told to you
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Foods
19. Greetings
20. Facial expressions and hand gestures
21. Work ethic
22. Religious beliefs
23. Religious rituals
24. Concept of beauty
25. Rules of polite behaviour
26. Attitude toward age
27. The role of family

## CULTURAL BAGGAGE





# NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

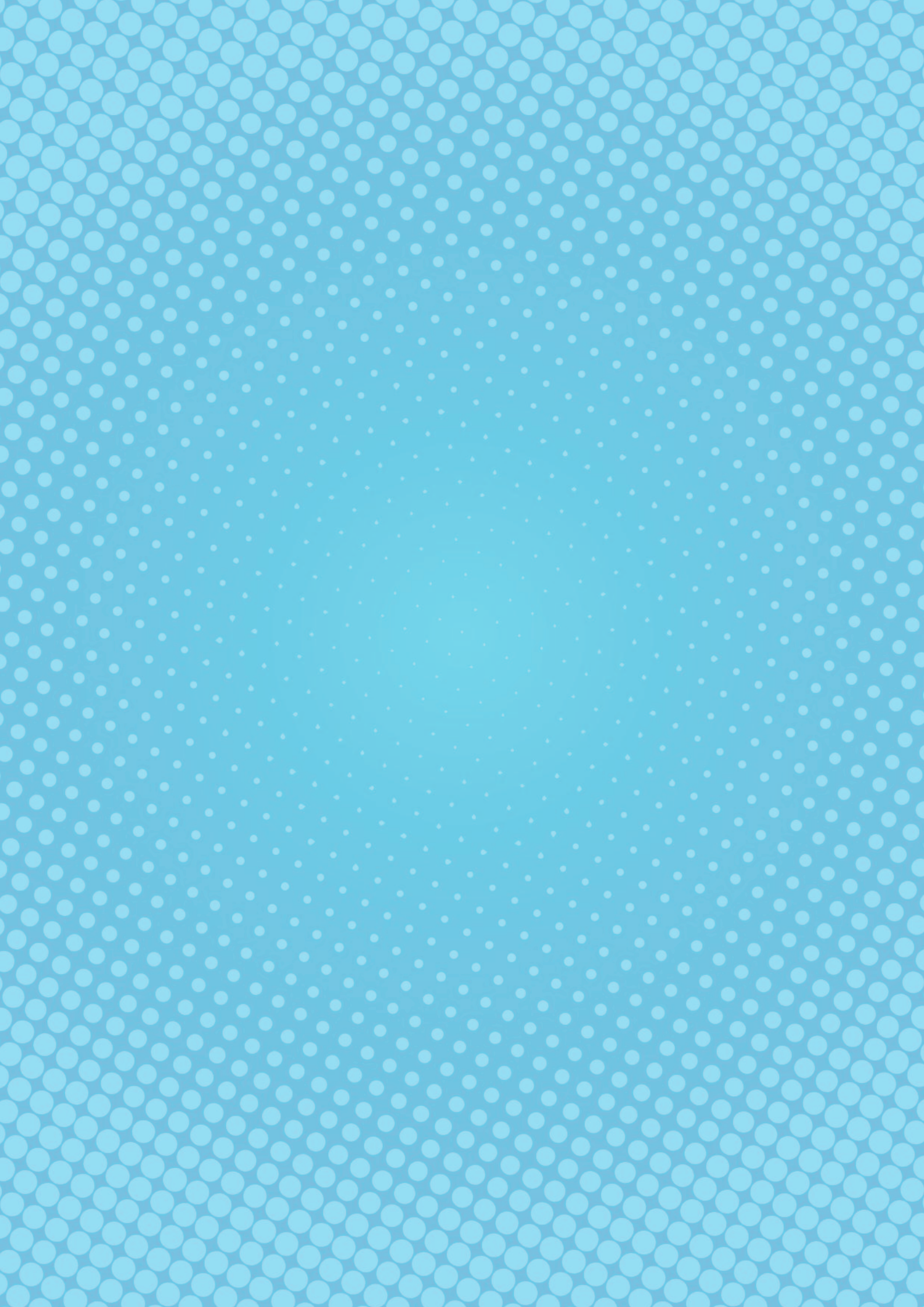


Committee members, Cian, Abigail, Sinead, Regan, Sharon and Patrick with the Pride of Place award for the work of the committee in supporting refugees.



Pride of Place judges visit to Tuam in August 2017.







## Organisations involved with the development of this manual



### National Youth Council of Ireland

3 Montague Street,  
Dublin 2  
D02 V327  
**T:** 01 4783974  
[www.youth.ie](http://www.youth.ie)



Youth Work Ireland  
Galway

### Youth Work Ireland Galway

41-43 Prospect Hill  
Galway  
H91 E4W5  
**T:** 091-561637  
[www.youthworkgalway.ie](http://www.youthworkgalway.ie)



### World Vision Ireland

The Mews,  
Garland House,  
Rathmines Park,  
Dublin 5  
D06 C6K4  
**T:** 01 4980800  
[www.worldvision.ie](http://www.worldvision.ie)



Comhairle Chontae na Gaillimhe  
Galway County Council

### Galway County Council

Áras An Chontae,  
Prospect Hill,  
Galway,  
H91 H6KX  
**T:** 091 509000  
[www.galwaycountycouncil.ie](http://www.galwaycountycouncil.ie)



Coimisiún na hÉireann um Chearta  
an Duine agus Comhionannas  
Irish Human Rights and Equality Commission

### Irish Human Rights and Equality Commisison

16-22 Green Street  
Dublin 7  
D07 CR20  
**T:** 01 8589601  
[www.ihrec.ie](http://www.ihrec.ie)